

**SUNY New Paltz  
School of Education  
Summer 2009**

**Course: EDI775-04**

**Graduate Reading Seminar Syllabus**

Instructor: Professor Karen Brooks  
WebPages: <http://www.karenbrooksucbores.blogspot.com>  
<http://www.karenbrooks.wikispaces.com>

Social Bookmarking – <http://www.delicious.com/dembe01/actionresearch>

**Office hours:** By appointment only

**Required Texts for all students:**

Mertler, Craig. (2009). *Action Research: Teachers as researchers in the classroom*. Sage Publications: Thousand Oaks, CA.

*Publication Manual of the American Psychological Association*, 6th ed. Washington, DC: American Psychological Association, 2010.

**Catalog Description:**

Reviews and synthesizes major aspects of reading presented through the master's program, based on required current readings. Additionally requires students to complete an action research project. This is the final course in the master's program in education for students with a K-12 reading concentration.

**CONCEPTUAL FRAMEWORK AND RELATIONSHIP TO COURSE**

SUNY at NEW PALTZ  
CONCEPTUAL FRAMEWORK FOR THE PROFESSIONAL EDUCATION UNIT

**CARING, CRITICAL, AND REFLECTIVE PROFESSIONALS  
RESPONSIVE TO THE NEEDS OF A DIVERSE SOCIETY**

Our unit (School of Education, Art Education Department and Communications Disorders) is committed to the preparation of caring, critical, and reflective professionals who are academically strong, pedagogically skilled, and responsive to the needs of our diverse society. We strive to prepare teachers and school administrators who create classroom and school communities where all students learn in meaningful ways. Our work is grounded in these values and commitments, which we strive to nurture in ourselves as in our candidates:

## **Inquiry**

## **Intellectual Growth**

## **Professionalism**

## **Appreciation of Human Diversity**

## **Advocacy for Students**

## **Democratic Citizenship**

### **Course Objectives:**

The candidate will be able to:

1. Formulate an appropriate question to guide action research.(Inquiry, intellectual growth; Professionalism)
2. Conduct research on topics related to that question in order to develop a thorough review of related literature. (Inquiry, intellectual growth; Professionalism)
3. Design an appropriate project design to study the action research question, including description of participants, setting, methodology, data collection, and results. (Inquiry, intellectual growth; Professionalism)
4. Candidate will present a thoughtful and insightful discussion of research findings. (Inquiry, intellectual growth; Professionalism; Appreciations for Human Diversity)
5. Candidate will present this information to others in both a written and oral presentation. (Inquiry, intellectual growth; Professionalism; Advocacy for students)

### **New York Learning Standards 1, 3, 4 for ELA:**

Reading, writing, listening, and speaking for information and understanding.

Reading, writing, listening, and speaking for critical analysis and evaluation.

Reading, writing, listening, and speaking for social interaction.

### **IRA Competencies:**

IRA standards addressed: 1.4, 2.1, 2.2, 2.3, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3., 5.4

## **CLASS POLICIES**

### **Course Evaluation Guidelines:**

- Candidates are expected to **attend and participate** in class. **Ten points** will be deducted for each unexplained absence and/or lack of participation.
- All work will be submitted **on time**. Two points will be deducted, each working day, for late assignments.
- All assignments must be **typed, double-spaced, and use 12 point Times New Roman font with 1" margins**. All assignments should follow APA guidelines.
- In no case should assignments for this course be ones that have been submitted for another course. Academic dishonesty is not tolerated. These papers will receive no credit points and will **not** be able to be redone
- **Course Grades will be based on the following requirements:**

Final Research Paper	104 Points
Oral Presentation	16 Points
Writing Assignments	40 Points
Attendance/Participation	40 Points

➤ **Grading Procedure:**

A	188-200
A-	180-187
B+	174-179
B	168-173
B-	160-167
C+	154-159
C	148-153
C-	140-147
D	134-139
F	< 134

- **Plagiarism & Work Ethic:** Students are expected to arrive at class **on time and prepared**. All assignments are to be submitted on the **scheduled dates noted in this syllabus**. (Please see the specific assignments in this syllabus). Please use appropriate grammar, sentence/paragraph structure that demonstrates college/graduate level writing.

**AS TAKEN FROM THE Suny New Paltz Academic Advising Handbook:**

Students are expected to maintain the highest standards of honesty in their college work. Cheating, forgery, and plagiarism are serious offenses, and students found guilty of any form of academic dishonesty are subject to disciplinary action.

**Cheating** is defined as giving or obtaining information by improper means in meeting any academic requirements. The use for academic credit of the same work in more than one course without knowledge or consent of the instructor(s) is a form of cheating and is a serious violation of academic integrity.

**Forgery** is defined as the alteration of college forms, documents, or records, or the signing of such forms or documents by someone other than the proper designee.

**Plagiarism** is the representation, intentional or unintentional, of someone else's words or ideas as one's own. Since words in print are the property of an author or publisher, plagiarizing is a form of larceny punishable by fine. When using another person's words in a paper, students must place them within quotation marks or clearly set them off in the text and give them appropriate footnoting. When students use only the ideas and change the words, they must clearly identify the source of the ideas. Plagiarism, whether intentional or unintentional, is a violation of the property rights of the author plagiarized and of the implied assurance by the students when they hand in work that the work is their own.

Faculty members are responsible for making the initial determination of the academic penalty to be imposed in cases of cheating, plagiarism, or forgery and for informing the department chair, the dean and the student in writing of the alleged violation and proposed penalty. The academic penalty may range, for instance, from a reprimand accompanied by guidance about how to avoid plagiarism in the future to failure for the course. The academic dean may request that the Dean of Students send a follow-up letter to the student indicating that they have also been notified of the academic integrity violation and that subsequent violations will lead to judicial action.

If a student has any question about what constitutes a violation of academic integrity, it is that student's responsibility to clarify the matter by conferring with the instructor and to seek out other resources available on the campus. The link regarding plagiarism on the Sojourner Truth Library's website is an excellent beginning, <http://lib.newpaltz.edu/assistance/plag.html>.

- **Students with documented disabilities who believe that they will need classroom and/or testing accommodations are encouraged to contact the Disability Resource Center in the Student Union Building, room 205, (257-3020) as close to the beginning of the semester as possible. The DRC will provide forms for verifying the need for accommodations for you to deliver to your instructor. Reasonable accommodations will be put into place once the instructor receives the form.**

### Tentative Schedule of Topics to be Covered

Date	Topics	Written Assignments Due
May 26 5:30 pm - 7:25	Course introduction Brainstorm research topics APA Journal Articles	
June 2 5:30 pm - 7:25	<i>Action Research</i> Discuss Chapters 1-4 and Chapter 9 Discuss and finalize research questions	Assignment 1 and 2 due
June 9 5:30 pm - 7:25	<b>Meet in library ***</b> <b>Pending confirmation</b> Room STL 18 (halfway between the library and the Lecture Center on the Concourse Level) Begin research	Assignment 3 due
June 16 5:30 pm - 7:25	<b>Meet in library</b> Continue research	Assignment 4 due
June 24 5:30 pm - 7:25	<b>Presentations</b> 5 minute presentations on progress of action research Discussion of questions/ideas <b>Prepare for Clinical</b>	Assignment 5 due
June 30 <sup>th</sup>	<b>Final Exam Period –</b> <b>Work on your Research</b>	No Class – Final Exam period
July 7-8 July 12-15 July 19-22 July 26-29 4:30 pm - 6:20	<b>Students will meet with professor for individual conferences once per week</b> Read chapters 4-5 in <i>Action Research</i>	
July 26-29 4:30 pm - 6:20	Students will meet to peer edit papers	

August	<b>Oral presentations</b> <b>Class will meet HUM311</b> <b>Bring Snacks!</b>	Final papers due
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### **Graduate Seminar Writing Assignments**

*see syllabus for due dates*

#### **Assignment 1: Research Question**

After reading chapter 3 of *Action Research*, revise and narrow the research topic(s) you identified in our first class to two or three questions you might seek to answer. Report these questions in a 1-2 page paper.

For each question you have come up with discuss the following:

Is your question narrow enough? Will you have enough time to implement an action research study on this question?

What topics will you need to research to present a thorough literature review for this question? Brainstorm a list of possible search terms related to your topics.

#### **Assignment 2: Observations of Journal Article**

Chose two articles from the journal you received in class. Read and analyze these articles as a writer. Write a 1-2 page paper discussing the following:

- 1 The style of the writing
- 2 The tone and voice of the authors
- 3 How the authors synthesize information
- 4 How the authors incorporate citations into the body of the paper
- 5 How the authors report methodology
- 6 How the authors report data
- 7 Consider writings you have done in this graduate program thus far. What do you need to do to move your own writing more toward the style and tone of these professional articles?

#### **Writing Assignment 3: Action Research Paper Proposal**

Write a brief 1-2 page proposal that describes the focus of your paper and how you plan to carry out your research. Using your reading of Chapter 4 and 5 as a guide, write your ideas for conducting an action research study for your question. How will you use qualitative research/quantitative research? How will you collect data? You will need more than one source of data. Be sure to consider several different forms your data can take: observations, checklists, tests, interviews, etc.

*Include a list of at least 10 initial sources with your proposal.*

### **Writing Assignment 4: Synthesis of Research**

Based on the research you have collected thus far, write a 1-2 page paper synthesizing your findings. Consider how studies you have found fit together, what the big ideas that connect the research are, and how the research relates to your topic. Remember, you are not just a reporter of information gathered. It is your job to explain to your reader what this research means in the context of your study. This is an excellent opportunity to practice citing information correctly inside the body of a paper using APA.

### **Writing Assignment 5: Introductory Portion of a Draft**

Prepare a 4-5 page introductory draft of your paper. Include an explanation or outline of following sections and notes on particular problems or questions you have encountered while writing this paper. Be sure to cite information within the body of the paper following APA guidelines.

### **FINAL PAPER**

Please consult the grading rubric attached to this syllabus for grading procedure.

#### ***Paper requirements:***

- 15-30 pages (not including reference page, cover page, abstract)
- 10-20 citations (most should come from current peer reviewed journals. One to two may come from professional books. The majority should be primary sources.)
- APA Style

Please use the writing skeleton provided to guide your writing. Use a book such as *Elements of Style* by Strunk and White to improve your writing. Please use ample headings/subheadings to organize your paper.

### **ORAL PRESENTATION**

Please consult the grading rubric attached to this syllabus for grading procedure.

Prepare a ten minute PowerPoint presentation to present to your colleagues outlining your action research project and findings. Be sure to include your research questions, a brief summary of your literature review, your research methodology and discuss your results.